DOCUMENT RESUME

ED 202 975 UD 021 479

AUTHOR Laughlin, Margaret A.
TITLE An Examination of State Requirements for Multicultural/Human Relations Competencies in Elementary and Secondary Teacher Education Candidates. Preliminary Data.
PUB DATE 4 Dec 80
NOTE 10p.; Paper presented at the Annual Midwest Regional Conference of the National Association of Interdisciplinary Ethnic Studies (1st, Ames, IA, December 4, 1980).

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS American Indian Studies; *Core Curriculum; *Cross Cultural Training; Cultural Awareness; Elementary Secondary Education; Ethnic Studies; Higher Education; *Multicultural Education; *State Standards; Teacher Education; *Teacher Education Curriculum
IDENTIFIERS Minnesota; *South Dakota; *Wisconsin

ABSTRACT

This paper examines the training requirements in the areas of multiculturalism and human relations for elementary and secondary teacher education candidates in South Dakota, Minnesota, and Wisconsin. The paper first briefly reviews the gradual inclusion of multicultural and human relations requirements on a national level. Requirements in the three states are then discussed. South Dakota's efforts to prepare new teachers with American Indian Studies courses are recounted. Specific guidelines developed in Minnesota and Wisconsin are outlined. The paper concludes with recommendations to improve multicultural and human relations training programs. (Author/APM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED202975

AN EXAMINATION OF STATE REQUIREMENTS FOR MULTICULTURAL/HUMAN RELATIONS COMPETENCIES IN ELEMENTARY AND SECONDARY TEACHER EDUCATION CANDIDATES

(Preliminary Data*)

Margaret A. Laughlin

University of Wisconsin-Green Bay

A paper presented at the

First Annual Midwest Regional Conference

National Association of Interdisciplinary Ethnic Studies

Iowa State University
Ames, Iowa

December 4, 1980

UD021479

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

* Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Margaret A. Laughlin

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

AN EXAMINATION OF STATE REQUIREMENTS FOR MULTICULTURAL/HUMAN RELATIONS COMPETENCIES IN ELEMENTARY AND SECONDARY TEACHER EDUCATION CANDIDATES (Preliminary Data*)

Educational equity became mandated with the historic 1954 United States Supreme Court decision of Brown vs Topeka Board of Education. For the next several years little was accomplished nationally to achieve this goal. Physical facilities, educational personnel, curricula, educational materials would uncover inequities in educational practices and promises. In varying degrees inequities remain today a quarter of a century later.

During the latter part of the 1960's various ethnic and minority groups grew more vocal in demanding equity in the schools and in other social institutions. From these demands a strong movement for some type of multicultural education, which recognized individual differences based on characteristics such as culture, race. ethnicity, socioeconomic status, moved to the forefront. Institutions, including schools responding to pressure were expected to change from institutions reflecting WASP practices and philosophies toward a recognition of the existence of a cultural pluralism. The task was not to be an easy one, nor has the goal been achieved.

Numerous efforts were made to revise curricula, to include a recognition of the contributions of ethnic/racial minorities; to insist that publishers of print and non-print educational materials include accurate information about minorities; and to sensitize teachers, counselors and administrators to the unique needs of students coming from different cultural backgrounds. The latter task was not easy and presented a major challenge to all of education. It is not easy to alter long established practices or to modify (erase) long held values and attitudes. Some school districts responded only superficially by having some type of multicultural/human relations

* All 50 states and the District of Columbia were contacted for information regarding their multicultural/human relations requirements. Not all states responded to the initial request or the follow up request for data. The information in this paper is preliminary and should be viewed as such.

inservice program, sometimes lasting for as little as one hour! Presumably the expectation was that a one hour workshop related to multiculture/human relations would enable teachers to deal effectively with the increasing number of minority youth enrolled in their classes. Obviously these meager efforts were inadequate and superficial, however well intended.

Higher education responded by organizing and introducing ethnic studies programs and courses or by including a class session or two on cultural differences of minority groups in the professional program in education. Again the attempt was inadequate and superficial. Concepts such as prejudice, racism, discrimination, oppression, powerlessness, inequality, stereotypes need a greater in-depth examination and discussion than can be provided in such a short time period.

For students graduating from colleges or universities intending to teach, knowledge and practical experience in working with ethnic/racial minority youth became imperative. Those planning to teach needed first hand skills and competencies in being able to work with all students assigned to their classes. By 1972, the American Association of Colleges for Teacher Education (AACTE) had developed a position statement on multicultural education which affirmed that "schools should be oriented toward the cultural enrichment of all children and youth through programs rooted to the preservation and extension of cultural alternatives."[1] Cultural diversity was recognized as a fact of life and as valuable which should be preserved and extended.

In 1976, in cooperation with the National Council for Accredition of Teacher Education (NCATE) teacher education accredition standards were revised to include a single standard on multicultural education. Other references to multicultural education were included in several of the remaining standards for both the basic and advanced teacher education programs. At the time of an institutions next NCATE accredition review, teacher education programs are to include specific components related to multicultural education. How to meet the NCATE standards is the responsibility of the individual teacher training institutions.

In some cases, several state legislatures have imposed statutory requirements related to multicultural/human relations requirements for initial and/or ongoing teacher certification.[2] In other instances, state boards of education have developed somewhat similar requirements in the form of guidelines, board policies, standards, etc. In these states multicultural/human relations requirements are to be met before the state accrediting body approves a particular teacher preparation program or the state certifying agency grants approval for teacher certification in that particular state.

Not too surprising, several states do not have any specific requirements. It can be presumed, however, that if the teacher training institutions in those states are accredited by NCATE, some type of multicultural competencies are required of teacher candidates. For example, according to officials in the state departments of education, these states do not have mandated specific multicultural education/human relations requirements. These states include Alaska, Arkansas, Florida, Georgia, Hawaii, Kansas, Maine, Missouri, New York, Oregon, Tennessee, Texas, Vermont, and Virginia.*

A review of the information provided by state certification officials who have responded to the request for information indicates policies, guidelines, statutory requirements are usually general rather than being overly specific. Presumably a more general statement allows the teacher preparation institutions to plan, develop and/or modify curricula to meet both university programs, teacher certification requirements, and NCATE standards, if appropriate, according to the focus or thrust of the institution.

For purposes of this paper three examples will suffice as illustrative of the types of requirements imposed by the three respective states: South Dakota, Minnesota and Wisconsin.

* At the time of this writing data received from these states and several other states are being reexamined and additional questions are being posed concerning the existence or non-existence of multicultural/human relations requirements.

During the 1977-78 school year the South Dakota Department of Education and Cultural Affairs adopted a requirement stating that all new teachers to be certified in that state were required to have completed a three semester course in American Indian Studies.[3] At a series of hearings in 1975 the South Dakota Indian Education Association, supported by several tribal organizations and two of the state institutions of higher education recommended nine semester units of instruction to include methods of education of the culturally different, Indian history and culture and Indian related course work in the students major or minor. The South Dakota Education Association favored the number of semester units be held to a minimum. This position was the one later adopted by state education officials.

Guidelines to implement the requirement were developed. A major section of the guidelines focuses on American Indian history and culture with emphasis on the Sioux and the tribal background of Indians of South Dakota. Attention is given to evaluation of selection of Indian related materials and to "professional concerns" which include discussions of traditional Sioux educational and child rearing practices; testing and evaluation of Indian students; career education related to Indians; identification of various Indian education organizations; and identification of special programs and funding of sources for Indian education.

Across the state line the neighboring state of Minnesota adopted human relations requirements for professional educators without life certificates. Teacher training institutions and local school districts were required to develop human relations programs for preservice and inservice educators needing recertification. Guidelines specified the following goals for the mandate.

Participants were expected to (1) understand the contributions and life styles of the various racial, cultural, and economic groups; (2) recognize and deal with dehumanizing biases, discrimination and prejudices; (3) create learning environments which contribute to the self-esteem of all persons and to positive interpersonal relationships; and (4) respect human diversity and personal rights.[4]

Educational institutions responded in various ways to the state requirements. George Redman, then at the University of Minnesota, and now at Hamline University, developed a model program which included several "standard components" and several "optional components" designed to meet the needs of a particular school district and took into account the knowledge and past experiences of minority groups; skills for improving interpersonal communication between minority and majority group members and methods for applying learning/teaching strategies for classroom use.

The model included large group sessions to present substantive knowledge and skill building activities, out of class trio interactions and field study. The model developed by Redman can be adopted to other educational settings, e.g., undergraduate teacher preparation programs for implementation.

Wisconsin's Department of Public Instruction issued a human relations standard, effective May, 1975, that required each teacher education institution must provide evidence of preparation in human relations as an integral part of the teacher preparation program. The requirements mandate course work in the broad areas of foundations relating to the identified minority groups, a course in interpersonal dynamics and a course related to different lifestyles and values (which may include women as a minority). In addition, field work interacting with one or more minority groups is required. The latter requirement may be met in as few as 15 clock hours or up to 50 or more clock hours. Usually this involves some type of tutoring experience.

The courses offered by various departments of the university/college are to focus on:

a. Development of attitudes, skills, and techniques so that knowledge of human relations, including intergroup relations, can be translated into learning experiences for students.

b. A study of the values, life styles, and contributions of racial, cultural, and economic groups in American society.

c. An analysis of the forces of racism, prejudice, and discrimination in American life and the impact of these forces on the experiences of the majority and minority groups.

d. Structured experiences in which prospective teachers have opportunities to examine their own attitudes and feelings about issues of racism, prejudice, and discrimination.

e. Direct involvement with members of racial, cultural, and economic groups or with organizations working to improve human relations, including intergroup relations.

f. Experiences in evaluating the ways in which racism, prejudice, and discrimination can be reflected in instructional materials.[5]

Some of the courses already existed and seemed to meet the intent of the requirement; some courses were revised to meet the requirements; and in other instances new courses were established for this specific purpose.

In addition, each methods course is to give attention to evaluating educational materials for racism; sexism; prejudice; and the portrayal of minority groups in a favorable light.

The above examples are not inclusive of the number of excellent programs and/or courses, but reflect efforts to meet identifiable needs to help teachers become knowledgeable about minority groups and possible teaching strategies as well as an awareness of their own attitudes and values when interacting with minority students.

Tentative recommendations would include (1) additional research regarding the long range affects of multicultural/human relations on teachers in terms of their own values and attitudes and interactions with minority youth and others; (2) a careful examination of the specific state requirements in terms of meeting the goals, objectives and/or intent of the state requirements; and (3) a study of teacher held attitudes regarding racism, prejudice, etc., from graduates of NCATE and non-NCATE accredited teacher training institutions. One intent of the recommendations is to examine, as far as possible, the affect multicultural/human relations requirements have had on teacher attitudes and their interaction with minorities. This seems to be important since some educators are questioning the value of such requirements and view them as an intrusion on an already overcrowded teacher preparation program.

Course work can provide knowledge about minorities, but it is extremely difficult, if not impossible, to change long held biases and stereotypes in a single course or

education experience. A key to the success of multicultural education/human relations should be teacher acceptance of the youth as an individual in the teachers classroom. That will be a step toward achieving educational equity for youth.

REFERENCES

1. Baptists, H. Prentice, Jr., Mira L. Baptiste and Donna M. Gollnick, editors, Multicultural Teacher Education: Preparing Educators to Provide Educational Equity, Vol. I, Commission on Multicultural Education American Association of Colleges for Teacher Education, Washington, D.C., 1980.

2. Gollnick, Donna M., "Multicultural Education: The Challenge for Teacher Education, Journal of Teacher Education, Vol. XXVIII, No. 3, May-June, 1977, p. 57-59.

3. Mathieu, David J., "Adoption and Development of Teacher Certification Requirements," Journal of American Indian Education, Vol. 18, No. 1, October 1978, pp. 17-22.

4. Redman, George L., "A Model for Human Relations Inservice Training," Journal of Teacher Education, Vol. XXVIII, No. 3, May-June, 1977, pp. 34-38.

5. Department of Public Instruction, Wisconsin Administrative Code - Rules of Department of Public Instruction, Madison, Wisconsin, January 1980, p. 17.